

**Room 1: DON'T WORRY: EVERYONE IS PASSING THE YEAR. The  
issue of evaluation and accreditation of skills (Spanish/  
Portuguese)**

**Debemos repensar el sentido de la educación, preguntarnos qué tipo de ciudadanos queremos formar, modificar procesos de trabajo y diversificar la evaluación. En el corto plazo podemos flexibilizar priorizando a los que se han quedado atrás y en el mediano plazo, construir un sistema educativo que se centre en el sentido de la educación y centrado en la persona.**

**We must reconsider the meaning of education, ask ourselves what kind of citizens we want to educate, modify working processes and diversify evaluation. In the short term, we can increase flexibility focusing at those who are disadvantaged and in the mid term, we can build an educational system centered in the meaning of education and focused in the human being.**

**Room 2: I WILL NOT PAY THE FEE IF THERE ARE NO PRESENTIAL  
LESSONS. The issue of funding education in times of pandemic  
(Spanish/ Portuguese)**

Nos hemos preparado por horas, días y años, con responsabilidad, con juicio y distintos saberes, para darte esos minutos, en vivo o en línea, para que puedas reforzar tu aprendizaje. Apoyarnos con tu respaldo, aportes y espíritu es vital para que continuemos aprendiendo y jugando a aprender todos. No estás solo. No estamos solos. Estamos ahí.

We have prepared ourselves for hours, days and years, with responsibility, in different areas of knowledge, to provide you these minutes, in presence or online, for you to improve your learning. Your support and spirit is vital for us to continue learning. You are not alone. We are not alone. We are there for you.

**Room 3: HOW MANY NEW CHILDREN AND YOUTH ARE ADDED TO  
THOSE ALREADY EXCLUDED? Social and educational inequality in  
times of pandemic (Spanish/ Portuguese)**

**La crisis viene de antes. Queremos abrazar una opción por una  
educación desde los excluidos que articule saberes populares y  
académicos, con centralidad en la persona y la familia fortalecida;  
pensando en clave global.**

**The crisis comes from a long time. We would like to create an  
education based in the excluded and that articulates academic as well  
as popular knowledge, centered in the person and a strengthened  
family, considering a global perspective.**

**Room 4: HOW MANY NEW CHILDREN AND YOUTH ARE ADDED  
TO THOSE ALREADY EXCLUDED? Social and educational inequality  
in times of pandemic (English)**

Our educational systems have relied on technology and internet connection as a privilege for some. However, can we look at the traditional educational systems that have worked in the past in more inclusive way?

Nuestros sistemas educativos han confiado en la tecnología y la conexión a Internet como un privilegio para algunos. Sin embargo, ¿podríamos ver las formas tradicionales de aprendizaje por experiencia que han funcionado en el pasado de una manera más inclusiva?

**Room 5: HOW CAN I BIND TOGETHER WITH MY STUDENTS WHEN  
THE SCHOOL IS CLOSED? Care about interpersonal relationships  
between educators and students and between students  
themselves. (Spanish / Portuguese)**

Esta situación ha hecho evidenciar con mayor claridad el papel del docente como guía y gestor de las emociones en el aula. Pero esto requiere que en el proceso educativo se vuelva a educar en la emocionalidad y en la construcción de sentido alrededor de la vida, las experiencias y el mismo ser.

This situation showed clearly the role of the educator as guide and manager of emotions within the classrooms. But this requires the learning process to educate emotions and build sense for life, experience and self.

**Room 6: HOW CAN I BIND TOGETHER WITH MY STUDENTS WHEN  
THE SCHOOL IS CLOSED? Care about interpersonal relationships  
between educators and students and between students  
themselves. (Italian)**

**Creare una atmosfera educativa, chiamare ognuno con il suo nome,  
usare le discipline come strumenti per rispondere ai problemi della  
realtà; lavorare insieme alle famiglie.**

**Crear una atmósfera educativa, llamar cada uno por su nombre; hacer  
que cada materia dé respuesta a su realidad; conectar con la familia  
también.**

**Create and educational environment, calling each one by his or her  
own name; connect every subject to real life; work together with  
families.**